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ABSTRACT

This study provides information on the current practice of grading, recording, and averaging. Five hundred forty-four institutions of higher education returned a survey form, a 73 percent return. Two- and four-year institutions, public and private, in all states were included in the survey. Conclusions suggest: (1) Institutions in higher education are experimenting with a wide variety of practices, and these experiments are causing much distress to some registrars, professors, and deans. (2) There are as many different types of grading systems as there are institutions. Some institutions reported different policies within that institution. (3) Most of the responding institutions use one or more types of nontraditional grades, but few use them exclusively. The prevalent practice reported by most institutions is to use the nontraditional grades in courses outside the major and to allow student option. (4) There is a trend toward being less punitive with grades in institutions of higher education. (5) As competency-based education becomes more widespread in higher education, it appears that additional modifications and changes in grading, recording, and averaging practices will come into being and that the traditional transcript/GPA approach will lose more of its historical meaning. (MJM)

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A STUDY OF GRADING PRACTICES IN INSTITUTIONS OF HIGHER EDUCATION

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By

Janet R. Collins and K. N. Nickel

One dominant fact emerges from any study of grading practices in higher education today. Many changes have been and are being made. Newspapers and magazines frequently have items which describe some of the new grading systems with pertinent comments about the efficacy and use of these practices. The AACRAO Study of Grading Practices in 1971 indicated that a majority of the institutions responding to that study had made recent changes or were in the process of making changes.

From these sources and from personal experience with the current conflicting philosophies with regard to grading practices in higher education, the authors had their interest heightened to the point that a study was undertaken. A preliminary survey form was constructed, revised after submission to a "jury" of registrars and admissions officers, and was then mailed to the registrars of 650 institutions in the fifty states and the District of Columbia. It was sent to both two-year and four-year institutions, public and private. A follow-up mailing of 150 forms produced an overall return of approximately 70 per cent with 544 usable forms being returned. The study and this report were and are organized in four major areas - Grading Practices, Recording Practices, Averaging Practices, and GPA Requirements.

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It is obvious to the researchers in this study that the questions raised in the development of a rationale for an institution's grading, recording, and averaging practices are causing varied reactions ranging from indignation to satisfaction to soul searching. Comments from some of the responders ranged from "Absurd!", "Fraudulent", "Dishonest", "Can't live with that policy" to "We do not punish with grades" and "'Fail' no longer in University

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vocabulary". These represent the extremes of the views along a continuum of grading practices as they range from the traditional to the nontraditional.

Information about the practices at the various institutions was solicited in six categories:

Present Practice - the policy used during the 1973-4 academic sessions;
Undergraduate - the policy is used with undergraduate student records;
Graduate - the policy is applied to graduate student records;
Plan to Implement - plans have been approved to use such policy;
Plan to Discontinue - plans have been approved to discontinue using such policy; and
Responder's Recommendation - the person responding recommends such policy even though it may be neither a practice nor planned at his/her institution.

The flexibility in this response system permitted present practice to be noted but also made it possible to indicate future plans. The researchers also believed that recommendations from those who were responsible for completing the survey form were valuable data. It is also recognized that the complexity of the survey form may have inhibited some responders.

It is important that two provisions in this study be stressed. First, all returns were and are considered to be confidential information. Every effort has been and will be made to preclude identifying any institution with a particular grading practice or system. There is no intent to support or to denigrate any practice or grading system. The major goal of the study is to provide information on current practices of grading, recording, and averaging to as many interested persons as possible. The second provision as specified on the first page of the survey form is that "No response is considered to be a negative response". Some responders obviously did not notice this specification as they wrote "no" on various items. As a consequence, it is difficult to know whether unmarked items can be considered to be negative responses.

The results of the study are presented in the same order as the items were listed on the survey form. The numbers of responses on each item are presented in tabular form at the end of this paper. Items 21, 29, 35, and 45 which asked for comments on various areas are represented with one-page

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partial listings at the end of this paper. A one-page partial list of comments made in the Comment Section of the survey form is also presented.

GRADING PRACTICES

Assigning and Changing Grades (Q. 1-4)

Apparently without exception, instructors assign all grades. The only indication of a different practice was in the case where grades are not given. In these cases, the instructor records credits earned and, in most cases, provides a written evaluation. A number of procedures are in use with respect to the changing of grades. However, in nine out of ten cases, grades may be changed only by the instructor. Fewer than one in ten schools permit administrators to change grades. Many comments stressed the extreme rarity of these instances. One responder commented, "Never!" Another wrote, "(No way)". One institution in four permits changes by an appeal committee. Other options require that the instructor obtain the approval of the executive officer of the department, the academic dean, a committee, an administrative board, the registrar, or various combinations of these. There appears to be some leniency when the grade is an Inc. or when there has been an error in recording the original grade. If the instructor is no longer on the faculty when the student removes the Inc., departmental chairmen or other administrative personnel are authorized to make that grade change. Recording errors apparently pose no problem.

Nontraditional Grades (Q. 5-11)

On the use of all-inclusive grades (neuter grades), 15 per cent of the responders indicated that some type of neuter grade is used. Most of this usage was at the undergraduate level with only 5 per cent indicating that this type of grade was in use at the graduate level. Approximately one in four institutions use S/U grades with 14 per cent indicating use in any course and 11 per cent in courses outside the major. Approximately one in three responders indicated that Cr/NCr grades were used with 19 per cent in

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any course and 14 per cent in courses outside the major. Close to 50 per cent of the institutions responding indicated that P/F grades were used with 17 per cent using these grades in any course and 28 per cent using them in courses outside the major. Although there was some overlapping, some institutions which used more than one of these types, the responses to the items on S/U, Cr/NCr, and P/F grading practices totalled 555 - an interesting aspect of the use of nontraditional grades. Also, interesting to note was indication that student option for selecting nontraditional grading systems was used more than twice as often as instructor option in most cases at the undergraduate level. The responses were more nearly even at the graduate level.

Time Limit for Making Up Incompletes (Q. 12 & 13)

Over 90 per cent of the schools which responded to this survey have a time limit for making up incompletes. The modal time was indicated to be "up to one complete term of next regular enrollment". The comments did reveal a number of variations by which incompletes are handled. The student and instructor may negotiate a deadline. Several schools mentioned that these contracts must be written. In some cases, it is entirely up to the instructor. Some schools do not allow Inc. for undergraduates. Many indicated that there are deadlines after which the Inc. automatically becomes an F. Others stated that in actual practice they have no time limit although their rules state otherwise.

Withdrawals (Q. 14, 15, & 16)

Twenty-three per cent of the responding institutions indicated that students can withdraw anytime without penalty. Close to 50 per cent of the responders indicated that there was a time limit for withdrawal and that a passing grade was required. The modal period for course withdrawal without penalty in all institutions stipulating such was between the 6th and 10th week of the semester.

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The written comments indicated that many institutions permit students to withdraw at any time before the last day of instruction prior to the final examination. In some instances, the student must demonstrate hardship to be accorded this privilege.

Auditing Practices (Q. 17-20)

Approximately three out of four institutions permit a student to audit a course without doing the course work or taking any of the tests. In all analyses, one school in five indicated that they do not permit the students to repeat the audited course for a letter grade. Approximately 45 per cent of the responding institutions will not permit the audited course to be used as a prerequisite for an advanced course. In some schools, the amount of work required of the auditing student depends upon the instructor, and occasionally upon the department or the student's advisor.

Almost 60 per cent of the responders indicated that the tuition costs of audited courses are the same as if the course were taken for credit. Some charge half-rate, some make no charge at all, and some simply state that the charge is less than for regualr credit courses. Other institutions indicated that they make no charges and keep no records of auditing. Some schools allow no auditing of courses at all.

RECORDING PRACTICES

Recording Grades (Q. 22)

There was general agreement among the responders (over 90%) that "a grade for each course attempted is recorded". A few qualifications to this statement were presented in the comments, such as, "Except for withdrawal passing", "Except no entry", "Only if course is completed", and "Except when dropped".

Repeating Courses (Q. 23, 24, & 25)

More than 90 per cent of the responding institutions indicated that students

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could repeat F courses with over 50 per cent designating "no limit" on the number of repeats for undergraduate students and over 20 per cent indicating "no limit" for graduate students. D and F courses could be repeated by undergrad students at 82 per cent of the responding institutions while 28 per cent indicated that graduate students could repeat such courses. Forty-four per cent of the responders marked "no limit" on the number of repeats for undergrad students and 18 per cent for graduate students on D and F courses. The question of repeating any course regardless of the previous grade was responded to affirmatively by 56 per cent of the institutions. The modal response on the number of repeats was "no limit" with 35 per cent at the undergrad level and 15 per cent at the graduate level.

Although "no limit" was the modal response on the number of repeats allowed on all three questions, these indications were qualified with comments such as, "Of course, the student receives credit only one time", "Credit counts only once, grades averaged", "Unlimited - the last grade earned counts", and "No limit. Credit (D or better) may be earned only once". Another factor which affected these data is that several schools no longer give D and/ F grades.

Academic Bankruptcy (Q. 26)

Overall, twenty-one institutions (4%) indicated that they had some form of "academic bankruptcy". The details of the various plans were different at each school. Seventeen of the responders recommended this practice. Comments from the responders ranged from "Very successful over the last 3 years", "Not a practice but recommend - under consideration", "In the discussion stage", to "Awful Policy", "Disagreeable to me", and "Can't live with that policy".

Recording D and/or F Grades (Q. 27 & 28)

Items 27 and 28 on not recording F or D and F grades received low positive returns. Slightly more than 8 per cent indicated that F grades were not recorded and 4 per cent did not record D and F grades. Again, the fact that some schools no longer use D or F grades had some effect on these data.

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AVERAGING PRACTICES

Computation of GPA (Q. 30, 31, & 32)

In computing GPA, 54 per cent of the responding schools use only grades in courses taken at their institution. Thirty-six per cent use grades in all courses taken at any institution for GPA computation. Eleven per cent use grades in courses which count for the degree only in GPA computation. Out of the 544 responding institutions, 16 stated that they do not compute grade point averages. Some schools transfer only grades of C or better while others limit the number of transfer credits which can be counted toward graduation. Some responders noted that only A's, B's, and C's were averaged. A GPA is computed by some schools only when the student is a candidate for honors, only for graduation, or only when the student specifically requests that his/her GPA be posted on his/her transcript.

Repeated Courses (Q. 33 & 34)

Twenty-nine per cent of the responders indicated that all grades in repeated courses were used for GPA computation while 60 per cent stipulated that only the last grade received when a course is repeated is so used. A rather frequent comment or correction made by responders on using the last grade only was that the highest and not necessarily the last grade was used in computing the GPA. As indicated earlier, some schools do not use grades and others do not compute grade point averages.

GPA REQUIREMENTS

Admissions (Q. 36, 37, & 38)

The use of the high school GPA only for admission of in-state or out-of-state students is not very widespread. Approximately 22 per cent of the responders indicated that high school GPA only was used for admission with "below 2.0" and "2.0 to 2.5" including the majority of the responses for minimum GPA for in-state students. For out-of-students, 27 per cent of the responders used the high school GPA only with the same two grade-point categories in-

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cluding the majority of the responses. Many of the responders indicated that a variety of factors was used in making admission decisions including the use of SAT or ACT scores. Ranking in the upper half of the graduating class in high school was also included as an important admissions factor. Some responders stated that state law mandated the admission of any high school graduate in the state.

Good Standing (Q. 39)

Seventy-three per cent of the responding schools indicated that a minimum GPA was required for a student to be in good standing. The modal response for undergraduate students was "2.0" and for graduate students was "3.0 or above". However, many responders commented that a sliding scale was used which had lower requirements for students with fewer hours (i.e.-freshmen). Some institutions indicated that no grade point averages were computed and that progress toward a degree (number of courses passed) was the deciding factor.

Probation and Suspension (Q. 40-43)

A student is placed on probation when his/her GPA falls below the required minimum by sixty-five per cent of the responding schools. Of course, the items about probation and suspension do not apply to the institutions which do not use grades, do not compute GPAs, or do not use grades other than A, B, C, and NC. Forty-one per cent of the schools placed a student on probation when his/her GPA for a semester was below the required minimum GPA. Students are suspended at 31 per cent of the responding schools when they are on probation and their semester GPA is below the minimum. Fifty-three per cent responded positively that as long as the semester's GPA was above the minimum, a student on probation could remain in school. The many different practices with regard to probationary status and the fact that several schools no longer use probation procedures were factors in the responses in this section.

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GPA Requirement for Graduation (Q. 44)

Eighty-six per cent of the responding institutions indicated that they required a minimum GPA for graduation. No attempt was made by the researchers to obtain and tabulate these minimums. This item was not applicable to those institutions which do not compute GPA's or where grades are not used.

CONCLUSIONS AND IMPRESSIONS

One obvious conclusion from any study of grading practices at this time is that institutions in higher education are experimenting with a wide variety of practices and that these experiments are causing much distress to some registrars, professors and deans. In some instances, transcripts are considered to be historical records which must contain all work attempted in institutions of higher education. In other instances, transcripts are looked upon as records of accomplishment which are necessary to be compatible with new admissions policies such as the "open door policy". These different concepts and the policy of not using grades or not using D and F grades add to the distress for some inhabitants of academe.

Another conclusion which is also obvious is that there are as many different types of grading systems as there are institutions. In fact, some institutions reported different policies within that institution. Some schools have policies which could be described as traditional while other institutions have very nontraditional policies. Each is unique to the school and, hopefully, meets its needs. It is interesting to note that most of the systems reported in this study tend to fall somewhere in between the two extremes.

The data in this study support the conclusion that most of the responding institutions use one or more types of nontraditional grades but few use them exclusively. The prevalent practice reported by most institutions is to use the nontraditional grades in courses outside the major and to allow student option.

The researchers gained the impression from the data that there is a trend

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toward being less punitive with grades in institutions of higher education. This impression was gained partially from the high return indicating "no limit" on opportunities to repeat courses with D or F grades and the growing tendency to use the second grade or last grade in a repeated course to replace a low or failing in computing the GPA. The fact that so many responders indicated that the highest of several grades in one course was used in computing the GPA added to the "less punitive" impression. It appears that the transcript is beginning to be considered more as a record of accomplishment than an historical journal of successes and failures by an increasing number of institutions of higher education. The use by several schools of the "academic bankruptcy" policy in one of several forms and the interest of other schools in this type of policy strengthens the appearance of this policy change. The fact that some schools do not now use grades at all and that others do not use grade point averages or even compute them indicates additional movement toward the nontraditional end of the continuum.

As competency-based education becomes more widespread in higher education, it appears that additional modifications and changes in grading, recording, and averaging practices will come into being and that the traditional transcript/GPA approach will lose more of its historical meaning. New procedures and differing types of collegiate organization will accelerate the changes in policies and procedures. This research study and additional studies should be of inestimable assistance to all institutions of higher education in the changing years ahead.

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GRADING PRACTICES

All Institutions (544 Returns)

	Pres. Pract.	Under-grad.	Grad-uate	Plan to Implem.	Plan to Discon.	Respon-ders Rec.
1. All grades are assigned by the course instructors	(535)	(536)	(253)	(0)	(1)	(46)
2. Grades may be changed only by the course instructor	(497)	(495)	(232)	(0)	(1)	(41)
3. Grades may be changed by a college administrator	(51)	(48)	(20)	(0)	(1)	(11)
4. Grades amy be changed by an appeal committee	(117)	(116)	(46)	(4)	(0)	(22)
5. All-inclusive grades (neuter grades) such as N or X may be given in lieu of F, I; or WD grades	(82)	(78)	(29)	(9)	(1)	(13)
6. Satisfactory/Unsatisfactory (S/U) grades may be given in any course	(75)	(68)	(28)	(4)	(2)	(9)
Instructor Option		(29)	(13)			
Student Option		(49)	(12)			
7. S/U grades may be given in courses outside the major field only	(60)	(57)	(16)	(2)	(0)	(7)
Instructor Option		(8)	(5)			
Student Option		(40)	(8)			
8. Credit/NoCredit (Cr/NCr) grades may be given in any course	(104)	(101)	(29)	(3)	(2)	(10)
Instructor Option		(33)	(12)			
Student Option		(66)	(17)			
9. Cr/NCr grades may be given in courses outside the major field only	(72)	(68)	(18)	(0)	(0)	(9)
Instructor Option		(9)	(3)			
Student Option		(57)	(11)			
10. Pass/Fail (P/F) grades may be given in any course	(94)	(86)	(28)	(1)	(0)	(8)
Instructor Option		(27)	(17)			
Student Option		(55)	(9)			
11. P/F grades may be given in courses outside the major field only	(150)	(146)	(37)	(2)	(0)	(11)
Instructor Option		(16)	(11)			
Student Option		(119)	(21)			
12. There is no time limit for making-up incomplete grades	(60)	(47)	(31)	(1)	(2)	(7)
13. Time for making-up incomplete grades is limited	(496)	(492)	(210)	(3)	(2)	(28)
What time limit? 1. Up to 5 weeks of next regular enrollment-UG(70), GR(22)						
2. Up to 10 wks of next regular enrollment -UG(57), GR(14)						
3. Up to one complete term of next reg. enr.UG(150), GR(57)						
4. More than one complete term of reg. enr.-UG(79), GR(68)						
5. Other UG(106), GR(38)						
14. A student may withdraw from any course at any time without penalty	(125)	(123)	(22)	(3)	(2)	(13)
15. A student may withdraw from any course at any time without penalty only if passing at the time of withdrawal	(61)	(61)	(33)	(2)	(0)	(3)
16. A student may withdraw without penalty from any course only if passing and during a certain period of time	(257)	(256)	(120)	(1)	(3)	(12)
What time period? 1. Up to 5 wks - UG(24), GR(14) 3. Up to 15 wks-UG(46), GR(20)						
2. Up to 10 wks- UG(78), GR(48) 4. Other UG(92), GR(31)						

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All Institutions (544 Returns)

	Pres. Pract.	Under-grad.	Grad-uate	Plan to Implem.	Plan to Discon.	Respon-ders	Rec.
17. A student auditing a course is not required to do course work nor take course tests	(401)	(396)	(173)	(1)	(0)	(27)	
18. An audited course may not be repeated for a letter grade	(132)	(125)	(60)	(0)	(0)	(14)	
19. An audited course may not be used as a pre-requisite to take an advanced course	(240)	(237)	(98)	(0)	(0)	(12)	
20. The tuition cost of an audited course is the same as for the course for credit	(313)	(306)	(147)	(1)	(0)	(15)	

RECORDING PRACTICES

22. A grade for each course attempted is recorded on a student's transcript	(495)	(491)	(231)	(0)	(2)	(32)
23. Students may repeat courses in which they receive grades of F	(495)	(491)	(183)	(1)	(1)	(29)
24. Students may repeat courses in which they receive grades of D or F	(442)	(442)	(150)	(1)	(2)	(26)
25. Students may repeat any course regardless of the previous grade	(303)	(300)	(120)	(0)	(1)	(18)
26. A policy of "academic bankruptcy" is followed where grades received in a "bad" semester are not recorded	(21)	(21)	(2)	(3)	(1)	(17)
Only the first semester of the freshman yr. may be non-recorded if the student so chooses		(4)	(0)			
Any one semester may be non-recorded if the student so chooses		(5)	(2)			
The grades of more than one "bad" semester may be non-recorded if the student so chooses		(6)	(1)			
27. Failing grades (F) are not recorded on a student's transcript	(45)	(45)	(7)	(0)	(0)	(9)
28. Grades of D and F are not recorded on a student's transcript	(21)	(20)	(2)	(0)	(0)	(3)

Repeat how many times?

	UG-GR		UG-GR
1. Two times	(71- 19)	4. Five times	(0 - 0)
2. Three times	(31- 5)	5. More than 5 times	(1 - 1)
3. Four times	(1- 0)	6. No limit	(279-115)
		7. Other	(12- 7)

Repeat how many times?

	UG-GR		UG-GR
1. Two times	(68- 17)	4. Five times	(0- 0)
2. Three times	(26- 4)	5. More than 5 times	(1- 1)
3. Four times	(0- 0)	6. No limit	(241-93)
		7. Other	(17- 8)

Repeat how many times?

	UG-GR		UG-GR
1. Two times	(26- 9)	4. Five times	(0 - 0)
2. Three times	(10- 4)	5. More than 5 times	(1 - 1)
3. Four times	(0- 0)	6. No limit	(189-79)
		7. Other	(10- 7)

AVERAGING PRACTICES

30. All grades received in all courses taken at any institution are used in computing the overall grade point average (GPA)	(196)	(191)	(68)	(3)	(0)	(10)
31. Only grades in courses which count for the degree are used in computing the GPA	(57)	(54)	(17)	(0)	(0)	(8)

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All Institutions (544 Returns)

	Pres. Pract.	Under-grad.	Grad-uate	Plan to Implem.	Plan to Discon.	Respon-ders Rec.
32. Only grades in courses taken at your institution are used in computing the GPA	(293)	(291)	(121)	(1)	(1)	(21)
33. When a course is repeated, all grades (two or more) are used in computing the GPA	(157)	(154)	(86)	(1)	(2)	(10)
34. When a course is repeated, only the last grade received is used in computing the GPA	(325)	(322)	(78)	(3)	(1)	(18)

GPA REQUIREMENTS

36. A minimum high school GPA is required for admission of in-state students (116) (118) (1) (0) (9)
   What minimum GPA (on 4.0 scale)? 1. 2.0 or below (57) 3. Above 2.5 (5)
   2. From 2.0 to 2.5 (29) 4. Other (16)

37. A minimum high school GPA is required for admission of out-of-state students (145) (145) (0) (0) (11)
   What minimum GPA (on 4.0 scale)? 1. 2.0 or below (66) 3. Above 2.5 (12)
   2. From 2.0 to 2.5 (38) 4. Other (15)

38. A minimum GPA is required for admission to Graduate School (165) (165) (3) (0) (10)
   What minimum GPA (on 4.0 scale)? 1. 2.0 or below (1) 3. From 2.5 to 3.0 (74)
   2. From 2.0 to 2.5 (9) 4. 3.0 or above (51)
   5. Other (10)

39. A minimum GPA is required for a student to be in good standing (395) (393) (142) (2) (2) (18)
   What minimum GPA (on 4.0 scale)?

	UG- GR		UG- GR
1. Below 2.0	(40- 1)	4. 2.5	(1 - 6)
2. 2.0	(234- 10)	5. Above 2.5, but less than 3.0	(2 - 3)
3. Above 2.0, but less than 2.5	(0- 1)	6. 3.0 or above	(0 - 86)
		7. Other	(61 - 20)

40. A student is placed on probation when his/her overall GPA falls below the required minimum GPA	(352)	(356)	(100)	(3)	(3)	(17)
41. A student is placed on probation when any semester's GPA is below the required minimum GPA	(222)	(220)	(47)	(0)	(1)	(13)
42. A student on probation is suspended when any semester's GPA is below the required minimum GPA	(167)	(165)	(44)	(2)	(1)	(15)
43. A student on probation remains on probation until his/her GPA is at or above the required minimum GPA as long as each semester's GPA is at or above the required minimum GPA	(287)	(287)	(72)	(0)	(1)	(20)
44. A minimum overall GPA is required for graduation from your institution	(466)	(461)	(167)	(0)	(2)	(30)

Items 21 (Other grade options), 29 (Other recording practices), 35 (Other averaging practices), and 45 (Other GPA requirements) are included in the attached representative sample comments.

GRADING PRACTICES - COMMENTS

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057 (P/F) No more than one per semester-not to exceed 8.

005 (Neuter grades and other grade options) Stupid and self-defeating!

028 IP--In Progress for course which spans more than one term.

119 Student option each term--Plan One: A,B,C,D,NC. Plan Two: CR, NC, + written statements on transcript.

147 Believe the use of neuter grades simply adds confusion in an already complex area.

046 A, B, C, D, NC (i.e. no F's).

070 A new policy has been approved to eliminate the automatic nature of the I to F policy, and places the responsibility on the instructor to make the change (no time limit specified).

058 Students may withdraw without penalty until the final day of classes in any term if the instructor will certify they are passing at the time of withdrawal. A mark of "W" appears on the internal records--nothing appears about this on the official transcript.

298 X-used when a student enrolls but fails to attend & complete the course.

308 ACCRAO states that a permanent record includes all grades and we adhere to this practice--still giving D's and F's.

323 Only 4 courses or 10% of degree work-whichever is higher-may be taken S/U.

382 P/F, U/S are not widely at our University.

325 _____ gives no grades but simply records credits earned.

357 We are discussing A,B,C, NoCredit defined on a competency basis.

400 T grade means course work in progress-credit suspended-neutral.

433 Limit of 2-WD during 4 yrs.

442 N.C. replaces F only. Any course may be repeated and second grade calculated into GPA in lieu of first. A repeated course is not deleted from transcript.

430 Use "K" to designate "credit without grade" in proficiency credit by exam situation.

369 Credit-No Credit more appropriate than Pass-Fail & eliminate failure stigma.

288 Students on probation are not eligible for CR/NCR-if a student earns a "D", he may select either the "D" or a "NCR".

261 Students opt for A B C No Record or Pass/No Record in every course.

240 Stay Away From Them! (Neuter grades)

262 Pass/ No Pass rather than Pass/Fail.

247 We presently use only 4 grades-A,B,C,S & it is working very well.

AVERAGING PRACTICES -- COMMENTS

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048 Presently, the computation of the GPA differs in some colleges of the Univ.

067 Withdraw failing is counted as an F in average. Withdraw passing is not counted at all.

012 Student must request deletion of D or F from GPA.

018 When a course is repeated only the highest grade is used when computing the Grade Point Average.

137 Five courses of D or F work may be repeated with only repeated grade used in computing cum. GPA.

210 When a course is repeated, only the better (best) grade received is used when computing the GPA.

144 F's not counted in GPA.

200 A student may repeat no more than 30 credits.

173 We no longer compute GPA's.

216 We compute a GPA only when the student requests it. GPA does not include S/D/NC courses, PE/K and music non-credit courses, or Interim courses.

256 Leads to distorted GPA which can only hurt the student later if transfer is made to a school that averages.

244 Withdraw Failing computed as F.

279 _____ University does not calculate Grade Point Averages.

286 Undergraduate colleges have differing rules as to which college's credit they will accept.

097 Highest grade is used.

118 Considering recording only last grade when a course previously failed is passed.

387 Course in which grade of B or better made cannot be repeated to raise grade point ratio.

333 Repeat failed course-both marks enter in GPA.
Repeat a passed course-only first mark is used in GPA.

307 Transferring students' grades from former institutions are considered only when qualifying for graduation with Honors.

310 Only highest grades on a course used in GPA.

119 GPA not routinely posted on record, only at student request on transcript.

361 No GPA is computed. (Below C work is not recorded.)

325 Not applicable. (_____College gives no grades but simply records credits earned.)

RECORDING PRACTICES -- COMMENTS

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073 NO--All grades are recorded.

058 First of all, our grades have no reference to the grade-point system, nor do we acknowledge it in our admissions standards.

098 F's are recorded and count in GPA even after successful repeat. New system next fall replaces D, F, and W with N.

136 All grades must be recorded as his transcript is a historical record of student's academic life.

170 Some undergraduate divisions have "Bankruptcy" provisions; others do not. In any case grades are eliminated from computation-not from recording.

199 Only last grade in repeated courses counts in GPA but all grades remain on record.

071 We have no D's or F's.

026 The only passing and recorded grades used for course work are: A, B, C, + (student elected pass), and P (no option pass).

080 All grades shown--only the latest attempt used in computation.

268 No F grade. An NC is given if course is not completed satisfactorily.

238 "F" grades may be dropped with instructor permission. Not recorded on transcript.

214 Bankruptcy when absent 2 years after 2 qtrs of 2.25 gpa.

211 Student must elect to count repeated course credit in overall GPA-not automatic.

265 F in pass/fail is not computed into average but is recorded on permanent record of student.

331 All grades recorded--Notation of 1 term not included in average is permitted.

378 Upon changing programs of study a student may request that his record be reviewed and a separate record begun, transferring only courses that apply to his new program.

332 All grades remain on transcript.

344 All grades are recorded including D & F although there are people who think they should not be.

333 Veteran's forgiveness policy-Remove D's & F's on GPA if student entered service on probation or dismissal.

361 Below C work is not recorded (actually there are no grades of D & F - No Credit is nomenclature).

438 Use NC for failure, non-removal of incomplete, withdrawal.

343 All semesters (good or bad) are recorded.

GPA REQUIREMENTS -- COMMENTS

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067 Most divisions require higher level of work in courses in the student's major. Among the various schools that make up our University, we have differing policies. I have indicated the most frequently used policy overall, but seldom do the policies apply to all divisions.

098 Under new system, probation and dismissal will be based on %age of attempted courses which were completed rather than GPA.

114 Except for screening by GPA, probation is an individual review.

118 We do not use probation but academic warning instead-a student is warned when a semester or overall GPA drops below a 2.00.

152 Because of our X grade non-punitive system, we use total hours attempted along with the GPA in regard to probation and suspension.

155 We do not punish with grades. Probation policy is flexible.

185 GPA is only one of the factors considered; there is no set minimum which automatically determines admission or suspension.

188 We do not compute GPA's.

267 A student is dismissed when he has earned four academic probations.

287 Students below required GPA 2 semesters consecutively or 3 non-con. are dropped.

293 No. of courses completed rather than GPA used to determine academic standing. Consideration given to both semester and sum of last two semesters.

213 No GPA calculation permitted.

303 We do not use academic probation. When GPA falls below min., student becomes ineligible.

328 With Credit/No Credit option available, GPA is impossible. Students are required to earn credit, i.e. C- or better, in a certain number of credits to remain in good standing.

372 Graduate School-Students making less than 3.00 average will be required to withdraw from the Graduate School. If required to withdraw, the suspension will be for one semester.

336 Except refer to it as "academic alert". Put on "academic warning" when cum. GPA .2 below required level. Notified each trimester. Evaluated at 64 hrs and decision reached about status.

441 A minimum of 2.00 on 4 pt. scale is required in courses presented for graduation. Some "D" and "F" grades may be ignored or bypassed if he has 64 hrs which average 2.00.

408 75% of courses attempted must be passed.

258 Students are admitted with a HS diploma or GED Equiv. if 18 years of age or under, and with no requirement if over 19.

232 Class rank & ACT determines entrance.

COMMENTS

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264 There are 18 Divisions in University at last count and each one has its own set of grading and recording practices. There is sentiment for going to one system, but that is doubtful.

373 The University of _____ would deeply appreciate receiving a copy of your report or any brief of a report which might be provided since we are very much interested in several of the items contained in your survey, especially item 26 since the University is presently considering an "academic bankruptcy" or "adjusted credit" policy which may or may not come about.

404 No entrance GPA required. We are completely "open door" to all high school graduates & mature adults (19 or over). We do not suspend except for violation of conduct rules.

119 I personally like our system, but it is under study and will likely change (direction not predictable) by 1974 (Fall).

287 We have five undergraduate schools and five graduate schools, and no two have identical grading practices!

319 This is a crazy form! It sounds like something "Education" would do!

173 We use "Progress toward Graduation" (number of courses passed) for placing on probation or dropping from school.

140 A student who has had an academically poor semester may petition the Academic Dean to have any D or F grades from that semester counted as NC for the purpose of calculating GPA, provided that he has subsequently had a minimum of 25 consecutive letter grade semester hours, in which he has earned a GPA which is at least a full point above that of the semester in which the unacceptable grades were assigned, and provided that his major adviser will support his petition. The intention of the provision is to cover full terms where conditions affected the performance of the student overall, and not just in a particular course.

247 A very difficult form to complete because of our grading practices. Enclosed is our grading policy.

407 Very ambiguous and impossible to answer questionnaire!

149 Some members of our faculty are not happy with our present practice in regard to #14 and 27. We are in the process of studying these questions and would appreciate a copy of the results of your survey.

266 I found this questionnaire very difficult to respond to, in what would be an adequate way. Questions were not clear & all alternatives were not listed. Consequently there are many blanks. Some terms not defined which vary from institution to institution. e.g. Probation, Suspension, Furlough.

388 Not applicable.

217 Results of questionnaire is probably not valid due to questionnaire structure.